

District School Journal,

FOR THE STATE OF NEW-YORK.

PROMOTE, AS AN OBJECT OF PRIMARY IMPORTANCE, INSTITUTIONS FOR THE GENERAL DIFFUSION OF KNOWLEDGE.—Washington.

VOL. II.

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OFFICIAL.

STATUTES, REGULATIONS AND DECISIONS RELATING TO COMMON SCHOOLS.

APPOINTMENTS OF DEPUTY SUPERINTENDENTS.

It appears by the proper certificates, returned to the office of the Superintendent, that the following additional appointments have been made to the office of Deputy Superintendent of Common Schools.

SYLVESTER FOORD, of Potsdam, for St. Lawrence.
JOSEPH HOPKINS, of Gouverneur, "
JAMES HENRY, Jr. of Little falls, " Herkimer.
HAROLD H. POPE, of Rome, for Oneida.
STEPHEN MOULTON, of Whitestown, for Oneida.
WM. BAXTER, of Wappinger's Creek, for Dutchess.
NATHAN TIDD, of Mill Port, for Chemung.
GEORGE T. FRAZIER, of Binghamton, for Broome.
WM. S. PRESTON, of Patchogue, for Suffolk.
EDWARD S. SHUMWAY, of Essex, for Essex.
CHARLES C. SEVERANCE, of Springfield, for Erie.
GEORGE WILLIAMS, of Owego, for Tioga.
NICHOLAS C. BLAUVELT, of Scotland, for Rockland.
TIMOTHY LIVINGSTON, Jr. of Amsterdam, for Montgomery.
E. A. RICE, of East Otto, for Cattaraugus.
JOHN M. HAWES, " "
BETHUEL HOLCOM, of Morehouseville, for Hampton.
IRA PATCHIN, of Livonia, for Livingston.
DAVID McFARLAN, of Delhi, for Delaware.
ROBERT S. HUGHSTON, of Sidney, "
ALANSON EDWARDS, of Syracuse, for Onondaga.
CHAUNCEY GOODRICH, of Canal, " "
ABRAHAM G. HARDENBURGH, of " for Ulster.
ZEBULON P. BURDIC, of Grafton, for Rensselaer.
ALEX. FONDA, of Schenectady, for Schenectady.
JOHN B. BOWEN, of Aurora, for Cayuga.
WILLIAM C. KENTON, of Alfred, for Allegany.
THOMAS BARLOW, of Canastota, for Madison.
HENRY D. SEWALL, of Pamela, for Jefferson.
HENRY S. RANDALL, of Cortlandville, for Cortland.
JOHN W. MYERS, of Monticello, for Sullivan.

BRANCHES OF STUDY IN COMMON SCHOOLS.

With a view to increase the usefulness of our common schools, and to advance the standard of instruction therein, the undersigned would respectfully recommend the introduction into the several districts, as far as possible, of teachers competent to instruct in the various branches of science usually taught in academies and high schools. The ordinary elementary studies need suffer no neglect by such an arrangement; while facilities would be afforded in our common schools for instruction in the higher branches of learning to great numbers of youth, who are excluded by their circumstances from availing themselves of an academical course of studies. It is believed also that the character and standing of the district schools would be materially promoted, and their capacity for usefulness extended, by the general introduction of a wider range of scientific studies: that the services of teachers better qualified for instruction, not only in these but in the ordinary branches, would thereby be secured; and the public confidence in the value and efficiency of

the system greatly enhanced. In addition to a knowledge of the subjects indispensably requisite to entitle a teacher to a certificate of qualification, the inhabitants of districts would find it for their interest and that of their children, to insist upon a familiar acquaintance with natural philosophy, chemistry, the higher mathematics, including surveying, the elements of geology and astronomy, and history, ancient and modern. In this way the expenses of a liberal education may be essentially lessened, by the aid derived from the common school fund: while the necessity now so frequently existing for the establishment of private, select and high schools of every grade, for instruction in branches not taught in the district school, would rapidly disappear; and the entire energies and influence of the community be concentrated upon the latter. No good reason can be perceived why our common schools should not be capable of affording all the facilities for a sound education which are to be found in the higher institutions of learning: and the conviction is confidently entertained that the intelligence and good sense of the inhabitants of the several districts will co-operate with this department in the endeavor to accomplish a result so desirable.

S. S. RANDALL,
Acting Superintendent.

Albany, January 1, 1842.

TO VISITERS OF COMMON SCHOOLS.

It may not be generally understood, that the institution of the office of deputy superintendents in the several counties of the state, has in no respect dispensed with the functions of the visitors appointed under the act of 1839. The commissions of these gentlemen are still in force, and the department will continue to rely on their efficient co-operation in the promotion of the great interests of common school education. In conjunction with the deputy superintendents, it is in their power to accomplish the most beneficial results in awakening and sustaining that interest in the subject of elementary instruction which is so indispensable to its success. The friends of the common schools are deeply indebted to them for the services they have already rendered; and the important results which have followed from their investigations will, it is hoped, stimulate them to still farther exertions in this extensive field of practical usefulness. They are respectfully requested to accompany the several deputy superintendents, whenever the latter visit the schools in their respective towns, and to attend and officiate with them in such visitation.

S. S. RANDALL,
Acting Superintendent Common Schools.

COMMON SCHOOL DECISIONS AND LAWS.

In all cases where a new district has been or may be formed since the distribution of the volume of Decisions, &c., in 1837, and of the late edition of the Laws, Instructions, &c., and has not been furnished with them; or where for any reason, a district previously established, has not, upon application to the town clerk, the commissioners, or the deputy superintendent, been able to procure such laws and decisions, they will be furnished, upon proof of the facts which entitle such district to them. Where a district has already been supplied with the volumes, and they have been lost or destroyed, upon proof of such loss, accompanied with a satisfactory excuse for the same, another copy will be furnished: but where the volumes missing can be traced to the hands of preceding trustees, or of any inhabitant who may have borrowed them, they should be recovered by the trustees or district clerk, and retained in the possession of the latter where any one desirous to examine them, may, at all proper hours have access to them. As a general rule they ought not to go out of the possession of the district clerk; and the latter should, in all cases, where they may be temporarily loaned out, see that they are promptly replaced.

Commissioners of common schools can also be furnished with the volumes, with the same limitations and restrictions as above specified, applied to their towns respectively. The town clerk's office is the proper repository of the volumes appropriated to the commissioners; and he should see that they are punctually delivered over to his successor in office.

It is proper, however, to add, that excepting in the months of July and September, when the session laws and legislative documents are forwarded to the several county clerks, the superintendent has no means of sending the volumes of decisions, &c. where they may be wanted. Their size prevents their going by mail: and trustees and commissioners who require a supply, must therefore send their orders and proofs by some one coming to or passing through the city. Orders received during the months of June and August, will, if requested,

be sent with the laws, &c., to the county clerk's office.

Application may in all cases be made in the first instance to the deputy superintendents, who will transmit the orders to this department.

S. S. RANDALL,
Acting Superintendent of Common Schools.

MORAL AND RELIGIOUS INSTRUCTION.

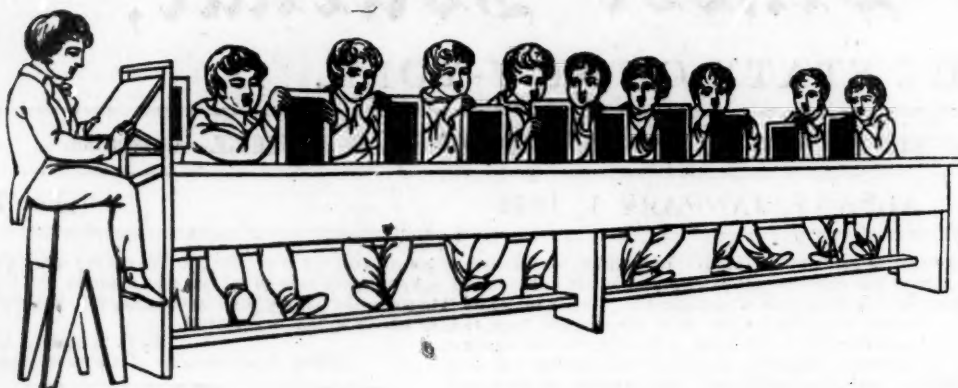
BY JOHN A. DIX.

No teacher can receive a certificate of qualification from the inspectors, unless they are satisfied as to his moral character. In this respect the inspectors cannot be too rigid in their scrutiny. A teacher whose moral sentiments are loose, or whose habits of life are irregular, is an unfit instructor for the young, whatever may be his intellectual acquirements, or his skill in communicating knowledge. The lessons of moral truth, which are taught at the domestic fireside, and the examples of moral rectitude and purity, which are there displayed, will be in danger of losing all their benefit, if the school-room does not reinforce them by its sanctions. If neither the atmosphere of the family circle, nor of the school, is free from impurity, to what other source can the young resort for those principles of morality which shall render their intellectual improvement subservient to useful purposes, and without which it might become an instrument to be wielded for the annoyance of their fellows, and for their own destruction? Though moral principles may have their origin in the heart, it is not to be expected that their proper development can be effected amid the perpetual counteraction of hostile influences. Moral cultivation should, therefore, be one of the first objects of common school instruction. The great doctrines of ethics, so far as they concern the practical rules of human conduct, receive the intuitive assent of all; and with them may be combined instruction in those principles of natural religion, which are drawn from the observation of the works of nature, which address themselves with the same certainty to the conviction, and which carry to the minds of all observers irresistible evidence of the wisdom, the beneficence and the power of their divine author. Beyond this, it is questionable whether instruction in matters of religious obligation can be carried, excepting so far as the school districts may make the Bible and New Testament class books; and there can be no ground to apprehend that the schools will be used for the purpose of favoring any particular sect or tenet, if these sacred writings, which are their own safest interpreters, are read without any other comment than such as may be necessary to explain and enforce, by familiar illustration, the lessons of duty which they teach. In connexion with this subject, it is highly gratifying to consider that the religious institutions of the country, reaching, as they do, the most sequestered neighborhoods, and the sabbath schools, which are almost as widely diffused, afford ample means of instruction in the principles and practice of the christian faith. In countries where ecclesiastical affairs are the subject of political regulation, there is no difficulty in making religious instruction the foundation of education, by arrangements independent of the action of those whom it immediately concerns. But the policy of our law is, to leave the subject, where it may be most properly left, with the officers and inhabitants of the school districts.—[Report Supt. Common Schools, 1839.]

MUTUAL INSTRUCTION.

A single view of an object is frequently more satisfactory, as well as more instructive, than a long description of it. As we wish that all teachers and friends of education should be well informed concerning every department and method of school instruction and discipline, we shall avail ourselves of all the means in our reach to diffuse correct and precise information among our readers.

Much has been said of Mutual Instruction: but we apprehend that many incorrect, or at least vague ideas exist with respect to it. In our opinion it possesses both defects and excellencies. We are also of opinion, as we have before had occasion to remark, that some of its best features may be adopted in common schools, under such limitations and modifications as different circumstances may require. By this we mean only to suggest, that one pupil may sometimes be employed by the teacher to instruct a class of younger children, or to hear them recite, or to oversee the school, and thus not only relieve him of a portion of his cares, but do good to others and improve himself; that simultaneous exercises may be sometimes used with advantage in different departments;—that slates, low benches, long open desks, and other kinds of fixtures and appa-



ratus common to schools of mutual instruction, may be wisely adopted. If in each district such features of this plan as might be approved were introduced, it is probable that decided benefits would result from the change.

The desk represented in the cut, is such as have been described in our remarks on school-house fixtures. It affords a pretty correct specimen of those used in the public schools of New-York city, the British schools, and the schools of mutual instruction generally. It will be observed that they are simple, neat, convenient formed without a waste of materials, so open as to afford but little concealment or obstruction to the air.

Each boy has a narrow opening in the top of his desk to slide his slate into when not in use. It there stands perpendicularly, not in the way, nor exposed to injury in any manner. The signals for drawing and replacing the slates are usually obeyed with care to make no noise. Each inkstand is let into a hole near the slate, but so loosely that it can be taken out. A small groove near it receives a block of wood, on which is written the name of the occupant. A high moveable seat and desk are provided at one end of the desk, for the monitor. The seats are small round chairs without backs, all in each row, being fastened to one thick plank, which may be moved, and can be screwed to the floor if necessary. The legs of the desk are fastened to the floor by means of small bent plates of iron fixed to the lower ends of the legs. The want of backs is considered the principal defect. This is partially counteracted, in some schools, by the practice of placing the pupils, a part of their time, in seats against the walls; but it ought to be entirely removed by having backs to these benches.

With this simple arrangement, a great variety of exercises are weekly and even daily carried on in schools of mutual instruction; and when simultaneous instruction is extensively practised, (as it is in many schools called mutual or monitorial,) the variety becomes greater. The following brief description of exercises in particular branches, may give a general idea of the various applications of which the system is capable.

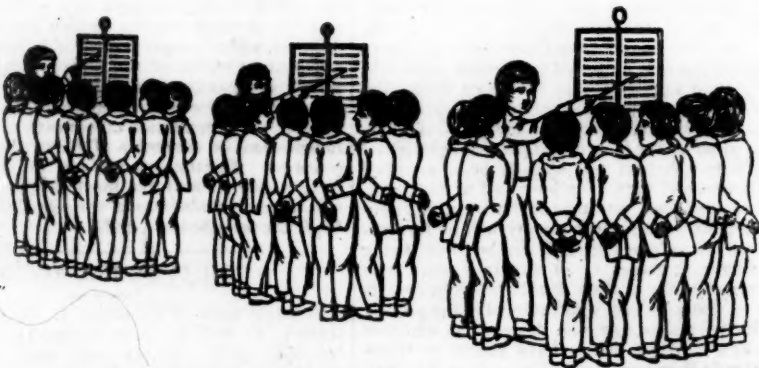
A boy is furnished by the teacher with a list of words on a paper, and a long rod. He takes his stand in front

of this desk, and perhaps the boys of several other desks behind it are required to take part in the exercise. All have their slates and pencils. He silently points at a letter in the written alphabet on the wall.—They all, as silently, write it. He points at another letter, another, &c., and at the end of the word lowers the rod, as a signal. When sufficient has been done, he ceases, and the monitors, passing behind their classes, inspect, question, correct or report to the teacher, according to circumstances. Every teacher will perceive that such an exercise, when well conducted, must be highly favorable to stillness, order, despatch, and improvement.

Spelling and defining are often happily combined with writing and pronunciation, by a method no less simple and efficacious, at which 50 or more pupils are sometimes engaged. An assistant or general monitor, takes a list of words in his hand, suited to the different classes, and marked accordingly. Approaching the front desk, he stops and calls out the number of the class, and then spells and defines the word intended for it, in a clear and distinct manner. The class monitor at the end of the desk, repeats it accurately, while the former passes on. The boys then all write the word and its meaning. But commonly before they have done, the general monitor has given out two, three, or more words, in the same manner to as many classes, which are now busily engaged in writing them, after hearing them repeated by their class monitors.

This is one of the exercises by "Dictation," as it is called; and they are numerous, the method being applicable, with suitable variations, to a variety of studies.

These and other forms of instruction are practised in female schools as well as males; but the exercises in needle work are among the most pleasing of those to be found in girls' schools of this class. To a stranger, they present a novel sight on sewing days, when desks like that above drawn appear covered with folding papers, aprons and samplers, instead of slates and writing books, and needles take the place of pens and pencils, while a sedate, attentive girl, from the monitor's seat, overlooks, while she instructs and assists her companions. The division into classes, and their separation, facilitates instruction in this branch, as in others, in large schools.



This print represents one of the daily exercises in a primary school of mutual instruction. The upright posts in the centre of each class are supported on flat feet, and having been placed with appropriate lesson card or lesson board hung on each, the children march out in order, and take their stand, every class with a monitor to direct it. The children are required to stand with their hands folded behind, or at least to fold them so when the signal is given. This position of the arms is found to be one of the simplest and most effectual ways to prevent disorder, and to take away both the occasion and temptation to be inattentive and playful.

Various exercises are performed, by different classes, while they occupy the places at draughts or in circles, as this form of arrangement is indifferently denominated. The youngest alphabet, spelling and reading classes are daily exercised in this manner. For example, in learning the letters, the monitor or assistant sometimes points at each in succession, and names it,

and requires the pupils to repeat it. Sometimes he points and requires them to give the names. So in spelling, the monitor first points, spells and pronounces each syllable or word, requiring the pupils to follow every step, and afterwards silently points, while they spell and pronounce. Again, he sometimes turns the card from them, gives out the word or syllables, and requires them to spell.

Reading from cards is also performed by primary classes, so placed; but books are also generally given to the pupils as early as may be. Other exercises are sometimes performed while the classes retain this position. It may be well, before closing this article, to notice the plan of a circulating class.

This term applies to a plan of promotion, or "going up," which has been thought to be free from the principal objection against the common mode of promoting. The spelling or other exercise is performed in turn, going round and round, and the pupil does not stop at the head of the class, but passes over to the foot of it,

while the one who occupies the latter station, takes his place at the head. The monitor, or an assistant, marks down the number of times which each pupil passes before the stand, and the way he moves; that is, up or down; and the amount is afterwards reported or recorded.

This plan, as we have remarked on a previous occasion, has the advantage of bringing the missing child among the most successful, and thus tends to keep up his courage, and does not give so much room for the former to exercise bad feelings towards any of the latter in particular. Whether, on the whole, motives of rivalry and a spirit of emulation, had not better be altogether avoided, it must be left to each teacher to determine.

BRITISH SCHOOLS.

'MODEL INFANT SCHOOL, GLASGOW.

The mechanical arrangements of the school are, first, the school-room, with its platforms as usual raised in steps, called the gallery, occupying a considerable part of the breadth of the room. Second, the lesson posts and forms, where the little classes assemble under their monitors. Third, the detached room, where the master may retire with a class. Fourth, the play-ground, with its implements for exercise and amusement, its flowers and its fruits. The room is hung round with boards, on which, in large letters, are inscribed words or religious sentiments, or on which are pictures of animals, &c. The raised platform, in steps of due height, and where both boys and girls are seated, combines many advantages; it enables the teacher distinctly to see every pupil, and, in turn, the pupils to see the master and each other. Thus the power of imitation and sympathy, which play so great a part in education, are brought to bear under the most advantageous circumstances.

It is in the gallery that the most important exercises are given. The school opens with a short prayer, adapted to the comprehension of the children, order being first secured, if there are untrained pupils among them, by the aid of short physical exercises, raising and lowering the hands, rising and sitting down, and so on—such exercises never failing to produce this result. The children assembled here listen to the Bible lesson, the master occupying the front and centre of the little assemblage, with the Bible-stand to support his book, and by its side the whistle and bell, which are to convey signals intended to secure prompt obedience. The lesson having been read, it is broken up into detached parts. The simple ones afford matter for direct questions, or the children are led to understand them by other preliminary questions, proceeding always from the known to the unknown. Replies from many are secured by the elliptical form of answer, in which the master leaves a simple but emphatic word, or part of a word, to be supplied. These are impressed upon all by a repetition of the ellipsis, the filling up of which all have now caught from those who first supplied it, and finally the whole answer is repeated. The Bible lesson is frequently one of civil or natural history and geography. Simplicity in question is the desideratum in this and other exercises. The master must descend to the level with the child, or he effects nothing. Singing a hymn, or physical exercises, or the inspection which ensures cleanliness, will vary this course, and above all, care must be taken that the attention of the children is kept up. If this fails, it is the master himself who fails. A principle which, if at all admitted, in more advanced education, does not occupy the place which it deserves.

The gallery serves also for the lessons on objects, or pictures of objects, where simple specimens from the animal, vegetable and mineral kingdoms, or of artificial productions, are made the subjects of actual examination or of description. Their properties, as far as may be, are observed by the children, led by the master, who directs their feeble perceptions. Words to express their ideas are furnished, when the want of these words is felt. With those somewhat advanced, the printed or written word is shown and imitated on the slate.

At an earlier period the letter which begins the word is selected from a series of large brass letters, cut out for this purpose, and is held before the pupil, and its name or its most common sound in combination given. A word beginning with the same letter is suggested by a pupil, another, and another, may be written on the board and copied, and all or any of them may be made the subject of instructive exercise.

At a later day the exercise of practical grammar is conducted as follows: Several things are named over to a class—hat, desk, chair, &c. These are the names of things. They are called nouns. Or, to employ the elliptical method of the school, these are the names of —, leaving to the pupils to reply — things.— If it is perceived that all have not caught the answer, the class are made to repeat it. They are called nouns, is stated by the master. A noun is the name of a — thing, the ellipsis being supplied by the class.— Further. You wish me to give you a stick of what kind? A short, a long, a smooth, &c., will be answered. Short, long, &c., are qualities of the stick. They are called adjectives. Short is an — adjective.— Stick is a — noun. An adjective is the quality of a — noun. Combining such exercises with pictorial representations of the parts of speech, and varying

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them until they suit the mind of every pupil, an indelible impression is made. A foundation is laid for grammar by rules taught in the higher classes, which should, however, be so accompanied by exercises as to be quite as practical as this.

The elliptical method spoken of is to omit the last or some important word of a sentence, taking care that it is one easily supplied by the children, and which leaves the sentence plainly imperfect until it is given. Thus the children are engaged in a kind of conversation with the teacher, interesting to them because they are parties in it, and watching keenly the sentence, that they may seize the wanting word. In the ellipsis used in this school, the first sounds of a word are frequently supplied, requiring the little assembly to suggest the rest. I observed a great difference in the facility with which the children supplied the ellipsis of their master, by whom they were in the habit of being questioned, and that of others by whom they were addressed; but found that it arose, generally, from the too great rapidity of the uninitiated teachers, by which they did not allow the children time to think and to answer. This explanation supposes the ellipsis well contrived. The method of responses is frequently varied, by inducing some one or more of the children to ask questions of the class, two or more of each other, or one or more to volunteer to be questioned by the class. From the whole of this method, emulation as a principle is excluded, it is not needed, and indeed it is truly held that it would be pernicious. I was surprised, in witnessing some of these exercises, at the accuracy with which the children stated their questions, resulting entirely from the imitation of the perspicuous style of the master. On the subject of imitative powers, at this early age, many facts might be brought together; one struck me so much that I mention it here. I never visited an infant school in which the voice of the master or mistress were agreeable in singing, without finding melody among the children, and vice versa. It is recorded in this school that nearly all the children learn to sing agreeably.

The passage from the gallery to the lesson posts is performed while singing, and always in regular order. Sometimes an interval of out or in-door exercises separate the lessons. The monitors are chosen by the master, or offer themselves by the holding up of hands, when he calls for it, before the children leave the gallery. Each monitor has a class of a half dozen or more, to whom he explains the picture suspended upon their particular reading-post, and the letters or words beneath it. The classes change posts, after a reasonable interval, and the monitor has a new set to drill.—Such teaching is not to be expected to be efficient, but it nevertheless answers a good purpose at this age.—The lesson posts are arranged so that the board on which the lesson is pasted may be readily changed, and so that its height may be varied to suit the size of the pupils receiving the lesson. The boards are covered with colored prints of animals, representations of trades, of costumes, &c. No formal attempt is made to teach reading, but it is found without it that the children insensibly learn to read. A useful exercise for the more advanced children, requiring study at home, and which also frequently excites the attention of parents, is to give them cards, with questions relating to natural history, &c., to be answered on a subsequent day. The answers are sometimes required from particular parts of the Bible.

When a fault is committed, it is noticed after the assembling of the children in the gallery, where the public opinion of his equals in age is brought to bear upon the offender by a judicious series of questions from the master, without, however, making the punishment a public one, by directly designating the individual who is under censure. Punishments in or out of school are adapted to the tender age of the child, and addressed to his peculiar temperament. Corporal punishment, even of the mildest kind, is seldom found necessary.

When the play-ground cannot be used, the want is supplied, as far as possible, by games within doors, which are, however, very imperfect substitutes for those in the open air.—*Back's Report.*

COMMON SCHOOLS.

A meeting of the inspectors of common schools for the western jury district of Oswego county, was held at the house of J. Hull at Volney Four Corners, on the 19th day of October, 1841, pursuant to a call of the deputy superintendent of said district. A respectable number of the towns was represented. The meeting was organized by calling ALANSON GRAVES, of Palermo, to the chair, and appointing Ransom H. Tyler secretary.

The object of the meeting having been briefly explained, the following resolutions were offered for the consideration of the meeting, and on motion of Thomas M. Hubbard, were unanimously adopted, to wit:

Resolved, That we have witnessed for several years, with deep regret and mortification, the declension of the system of common school education, and have become fully convinced that a simultaneous, united and vigorous effort on the part of those with whom is entrusted the charge of that department, is necessary, in order to work a reformation.

Resolved, That as the legislature of the state of New-York have taken the subject in hand, and enacted laws to improve the condition of common schools, we feel that the people are under the strongest obligation to lend their assistance in furthering this work of benevo-

lence and usefulness. We therefore pledge ourselves to aid the efforts of our legislators, by contributing, as far as we are able, to raise the standard of education, to elevate the character and qualifications of teachers, and to advance the interests of common schools in our several towns and neighborhoods.

Resolved, That as one of the principal evils which has contributed as much as any other to reduce common schools to their present deplorable condition, is the granting of certificates to incompetent persons, we do therefore agree that we will adopt a rigid course of examination with the candidates who may present themselves for inspection—and in all cases require a thorough and efficient knowledge of all branches necessary to be taught in common schools, in order to entitle them to a certificate of qualification.

Resolved, That the countenance and support which has, in nearly all thickly settled neighborhoods, been given to private or "select schools," we consider another evil which has operated strongly against the interests of common schools. We do therefore agree to use all means in our power to elevate the character of common schools, so as to render select schools unnecessary—and we recommend to all interested in our common schools, to give their influence to effect this object.

Resolved, That we deprecate in strong terms the common custom of hunting up "cheap teachers." We believe it to be a practice pernicious to the interests of common schools, and every way calculated to drive from the business of teaching, men of talent and enterprise, and encouraging another class who are destitute in many respects of the necessary qualifications.

Resolved, That we believe that school teaching should be made a distinct and separate profession; and in order to render it such, the wages of teachers should be so raised as to offer an inducement for men of competent qualifications to engage in the business for a livelihood. By this means we may secure the services of men of talent, industry and enterprise, who will devote their whole attention to the subject, and feel an honest pride in originating plans for the improvement of the system of common school education.

The following resolution was offered by R. H. Tyler, and was unanimously adopted by the meeting, viz:

Resolved, That the practice, too common among those who are employed to take charge of our common schools, to enter upon the discharge of their duties as teachers, previous to their presenting themselves before the inspectors for examination, is a great detriment to the employment of qualified and competent teachers; and we therefore earnestly recommend to the trustees of the several school districts in this part of the county, in all cases to enjoin it upon those whom they employ to teach their schools, to pass the ordinary examination at least two weeks prior to the commencement of their respective schools.

Dr. Randall, the deputy superintendent of common schools for this jury district, was present and addressed the meeting in a very interesting, instructive and useful manner.

Some very appropriate remarks relating to the best method of improving our common schools were also made by Messrs. Graves, Crombie and others, when,

On motion, it was *Resolved*, That the publishers of the several newspapers in this county, be requested to publish these proceedings.

The meeting then adjourned.

ALEXANDER GRAVES, Ch'n.

R. H. TYLER, Sec'y.

A SUPPLICATION TO THE PEOPLE OF THE UNITED STATES.

The following article, which originally appeared in a Boston paper, two or three years since, (and which we copy from the Massachusetts Common School Journal,) contains some very happy hits at prevailing inaccuracies in speech.

ABOUT SIXTY THOUSAND SLAVES owned by the PEOPLE OF THE UNITED STATES, make the following supplication to their masters, not for emancipation, but for the amelioration of the condition of certain individuals of their race;

Most sovereign, rightful, and excellent masters,—We are the English Language,—your lawful and perpetual bond-servants, whose names and origin, characters and duties, are so faithfully exhibited in Noah Webster's great dictionary.

We complain, that certain of our brethren are exceedingly abused, and made wretched, by some thousands, and perhaps millions, of our owners. Their pitteous groans have shocked our ears,—their unretrieved sufferings have pained our sympathizing hearts, for many years. We can endure no longer;—we must speak. Your ancient servants come, then, supplicating you to take measures for the relief of the sufferings of the individuals of our number, whose names and particular subjects of complaint shall now be enumerated—proceeding in alphabetical order.

Arithmetic,—that accurate calculator, indispensable to this mighty and money-making nation, grievously complains that he is obliged to work for thousands without the use of A-head, and deprived of one of his two *fs*. Here is a picture of his mutilated form,—*Rethmetic!*

Attacked,—an important character, that figures so gloriously in military despatches, and is so necessary in medical reports,—is forced, by many, to the use of

t, more than his constitution will admit. He cannot perform his necessary business, you know, without the use of *t*, twice during every job,—but to have it forced into him three times, causes a change in his constitution and appearance, which he cannot comfortably bear.—See how *Attacked* is altered by more *t* than he wants,—*Attack Ted*.

There is another poor fellow, who has a similar affliction,—*Across*. He is forced to the use of *t*, when his constitution cannot bear it at all. See what a spectacle a little *t*, makes of him,—*Acrost*.

That most excellent friend and profitable servant of the Working-men's party,—*Earn*, complains that those whom he serves the best, deprive him of what little *s*'s his laborious condition demands. See what *Earn* is brought to by such treatment,—*Airn*.

That necessary attendant on every messenger,—*Errand*, is in the same state of suffering, from the same cause. *Errand* is made *Arrant*, which is "notorious, infamous, and ill," (and of course "not to be endured,") as you will perceive by looking into the dictionary.

Andiron—averts that he is willing to bear any burden that will not break his back, and stand any fire that will not melt him down, or burn the house up,—but he cannot stand it with any comfort or patience, to be breathed upon by that sneaking whisperer, *H*,—in this manner,—*Handiron*.

After—is willing to linger behind every body else in his business;—but it is a miserable fate to be deprived of so large a portion of his small energy in this way,—*Arter*.

"Go *arter* the cows, Tom,"—says Ma'am Milkmoody. "I move that we adjourn to *arternoon*,"—says Squire Goodman in the Legislature.

Here, also, how that entirely different character, and bold goer-ahead growls as he passes on,—*Before*.—"I will go forward and do my duty as long as any part of me is left sound; but my well-being is dreadfully affected by a great many people whom I serve,—as you cannot but perceive,"—*Afore*.

Bellows,—that excellent household servant,—says he has often had his nose stopped up by ashes, and has wheezed with the asthma for months, but all these afflictions are nothing to usage like this,—*Belluses*.

Bachelor is exceedingly sensitive about what is said of him in the presence of the ladies. He is shockingly mortified at being called *batchelder*. To be sure, he is a *batch-elder* than he ought to be, regarding the comfort of maidens and the good of his country; but he is an odd fellow, and wants his own way. He is almost tempted to destroy himself by taking that deadly poison to his nature,—a wife,—in order to be relieved from his mortification.

Boil—is at the hot duty of keeping the pot going, and sometimes it is hard work,—however, he complains not of this;—but poor *boil* has had the jaundice and all other liver complaints, for years, and is *blubbering* like a baby—all in consequence of this, viz:—about nine tenths of the cooks in America, and two-thirds of the eaters, call him *bile*.

Cellar—is the lowest character in the house, and takes more wine and cider than any other,—and is the *biggest sauce-box* in the world. Yet with all the propriety of the parlor, and a sobriety, as if not a drop of intoxicating liquor was in him, and with a civility, remarkable in one usually so *sauce-y*,—he now implores you to remember that he is a *cellar*, and not *suller*.

Chimney.—Here is a character who ten thousand times would have taken fire at an affront, were it not for the danger of burning up the houses and goods of his abusers,—faithful servant and tender-hearted creature that he is! He is content to do the hottest, hardest, and dirtiest work in the world. You may put as much green wood upon his back as you please, and make him breathe nothing but smoke, and swallow nothing but soot, and stand over steam, till pots and kettles boil no more,—all these are easy, pleasantness, and peace, to abuse like this,—*Chimbley*.

Dictionary—rages with all the rough epithets in gentlemanly or vulgar use; and then he melts into the most tender and heart-moving words of entreaty, and, in fact, tries all the various powers of the English language, (for, wonderful scholar! he has it all at his tongue's end.) Still further, mighty lexicographic champions, such as Dr. Webster, Sheridan, Walker, Perry, Jones, Fulton, and Knight, and Jameson, besides numerous other inferior defenders,—even hosts of spelling-book makers, have all exerted their utmost, in vain, to save him from the ignominy of being,—*Dicksonary*. *Dictionary* is one of the proudest characters in our mighty nation, in respect to his birth and ancestry; but, used as he is, nobody would dream what his father's name is. Be it known, then, that *Dictionary* is the son of *Diction*, who is the lineal descendant of that most renowned, and most eloquent Roman orator, *Dico*.

End—is uttering the most dolorous groans. There are certain individuals who are always killing him without putting him to an *end*. See what a torture he is put to—*end—end*.

Further—that friend of the progress and improvements of this ahead-going age, stops by the way to ask relief. He is ready to further all the innumerable plans for the benefit of man, except when he is *brought back* in this way,—*Furder*. Then he is so completely nullified, that he can further the march of mind and matter no more.

DISTRICT SCHOOL JOURNAL.

FRANCIS DWIGHT, EDITOR.

ALBANY, JANUARY 1, 1842.

TEXT BOOKS.

"The first complaint, and the last complaint, of the school-master, which greets a visiter, in every district, is, 'My time, and the time of my scholars, is half wasted; my patience is put to the severest trials; my scholars are not advancing; from the simple want of uniform class books.'"—*Report of the visitors of Livingston.*

"Indeed, it is not uncommon to find, in a class of a dozen pupils, half that number of different kinds of text books," &c.—*Report of visitors of Onondaga.*

"If the amount wasted in useless books be but \$3.00 annually in each district, it amounts to \$33,000 in the State; all of which might be saved by the adoption of uniform text books."—*Report of visitors of Ontario.*

Similar references to this "plague" of the schools may be found in almost every visiter's report, and frequent and earnest appeals are made to the department to devise some means by which it may be stayed. Its evil influences have fallen alike on the parents and their children, alienating from the teacher the interest of the former, by the ever recurring annoyance of providing the "new book," and clogging the improvement of the latter by incessant changes in the course of study, and the disturbance and re-organization of the different classes. The successive state Superintendents have felt the necessity of correcting this evil, but have refrained from recommending any plan for securing uniform class books, from a well grounded apprehension that it might be deemed an infringement of that liberty of choice, which, of right, belongs to the patrons of the schools, or opposed as tending to create a mischievous monopoly that would be adverse to improvements in the science of education. And undoubtedly, any plan of reform that comes in conflict with these objections, will prove abortive.

The Hon. John A. Dix, in his annual report in 1835, recommended the "principal branches of study essential to every individual to qualify him for the discharge of all the duties of citizenship;" and the late Superintendent, in his "instructions" to the Deputies, advises them to consult with the trustees and town inspectors, and, with their assistance, "to determine what text books shall be used in each of these studies." Various local efforts have also been made to remedy this evil. In Chenango, the board of visitors, in 1840, in a very able report, recommended a series of class books for the schools of that county. In Cayuga, a large convention of the friends of education, after many days' deliberation, recommended a similar series. In Ontario, as early as 1836, efforts were made, and persevered in, to accomplish the same object; but in these, and in other similar cases, with little or no effect. On the other hand, in the cities of New York and Buffalo, uniform text books have been adopted, and maintained, to the great benefit of their schools.

The results of these different efforts warn us not to look to any power of mere recommendation, however high or authoritative its character, for a remedy of this evil. The sleepless activity of authors and booksellers will ever triumph over the passive resistance of any recommendation, and render absolute uniformity throughout this great state utterly impracticable. And we doubt whether, if practicable, it would be desirable; for such is the diversity of origin, habit, taste, and attainments, in different sections, that the same books could not be well adapted to the wants and wishes of all. Such an uniformity might cheapen school books—though even this is doubtful, as competition, and not monopoly, reduces prices—but it is not important to the well being of the schools. The evil complained of is, not that different class books are in use in Suffolk and Chenango, in Clinton and Tioga, but that in many of our schools there are nearly as many different authors as pupils, while some "greatly improved work" is forced into use every succeeding year. And for this we would find a remedy, that the parent may be relieved from a needless and burdensome tax, and the school made susceptible of that classification which alone can prevent a deplorable waste of the time and zeal of both pupil and teacher.

Assuming, then, that nothing can or ought to be done without the full consent of the trustees of the several schools, and that the object to be attained, is not absolute uniformity throughout the state, but in each school, and, if possible, in all the schools of the township and its county, we respectfully suggest the following remedy to the consideration of the friends of general education.

Let a general list of text books be made out by the State Superintendent, and kept in the department at Albany. Let this list comprise all the books he may consider adapted to the wants of the schools, and transcripts of it with the prices annexed to the several books, be transmitted to the different Deputies, with instructions to call meetings of the inspectors of the different towns in their counties, to agree on the class books of the list they will recommend to their several schools. This county list, the Deputies, in their regular visitation of the districts, can submit to the trustees, or to a general meeting of the inhabitants of the district; and if adopted, it should be posted up in the school-room as the law of the school. If the list thus recommended by the Deputy, be in whole or in part rejected, let him resort to the general list, and with the advice of the trustees, draft other books in their stead. The class books having been thus determined, the teachers can be directed to see, as new books are wanted, that those of the list are bought. In this manner the motley collection that now encumbers the school will gradually slough off, and uniform good books take their place, to the great relief of both teacher, pupil, and parent.

This plan has, with some modifications, been tested and approved in other countries, and we see no reason to doubt its efficacy here. It will, we think, secure the great objects of the desired reform; first, the exclusion of all bad or unsuitable books from the schools;—secondly, that uniformity of class books, which increases almost infinitely, the power of the teacher to advance his pupils, and which is considered essential to success, in every well organized private or public institution of education. We are not so Quixotic as to suppose that it will prevent any other books from appearing in the school-room, but we believe that in all cases, it will lessen, and in many, entirely extirpate this oppressive evil.

In view of the importance of this subject, and of the considerations so ably presented by one of the Deputies of Otsego, in a communication in this Journal; and in the hope that a convention of the Deputies may be called, at which time this and other important subjects can be considered, we would respectfully suggest to these officers the expediency of deferring all farther recommendations of text books, until the Head of the department shall examine and decide this important question. Should a convention, in accordance with the suggestions of various Deputies, be recommended, this whole subject can then receive that disposition the well being of the schools may require.

We are authorized by the acting Superintendent to express his concurrence in the above suggestions, and his wish that the Deputies should delay, for the present, any farther recommendation of text books.

COMMUNICATIONS FROM DEPUTY SUPERINTENDENTS.

FROM OTSEGO COUNTY.

Cherry Valley, December 17th, 1841.

Dear Sir—Operations under our new system of deputy superintendents, are now commencing.

All benevolent and patriotic men have seen with painful regret, that under the old system the cause of popular education was rather retrograding than advancing, and if the scheme devised by the legislature last winter, for giving a new impulse to common schools shall fail, even hope for the present will be extinguished. The public, however, I believe, are inclined to give to the law for the appointment of deputy superintendents, a fair trial, and this is all its friends can reasonably ask. For this reason especially, I trust those friends will, with cautious and unceasing vigilance, watch the movements under the act, and guard with scrupulous care against all practices which may tend to impair the prospect of a triumphant issue of the experiment.

Under these impressions, I take leave to invite your attention to a practice from which, if tolerated, I apprehend consequences extremely disastrous.

There are, as you well know, a great variety of authors and publishers of school books. Many, if not all of them, are well "got up," but their variety and num-

ber necessarily produce a competition between the proprietors of these works; and since the appointment of deputy superintendents, they have applied, and are now applying with great address, and a zeal sharpened by strong pecuniary interest, to enlist the influence of the superintendents in favor of their respective books, and to engage them to denounce all others. If I am not mistaken, efforts of this kind have already been made by various authors and publishers with many, if not all the county superintendents.

One of the great evils under which the public have labored, has been the frequent changes of school books. Almost every new teacher, and unfortunately each district, generally has a new teacher as often as once a year, has been inclined to introduce one or more new books, or rather, a different series of books, into his school. The expense in the aggregate, incurred by the whole number of inhabitants in the state, is enormous. Suppose the number of districts to be 11,000, and the change of books in each district, (and I assume the change to be unnecessary,) to be only ten in a year, at a price of 37½ cents each, the sacrifice of money in the whole state would be more than FORTY THOUSAND DOLLARS per annum.

From the little attention I have been able to give to the school books now in use, I do not perceive a very essential difference between them. Almost any series extant might be successfully used. It is *uniformity* and a continued adherence to the use of the same books which is most desirable to prevent loss of time of the pupil, embarrassment and labor of the teacher in respectively making themselves familiar with new books, and to save a vast expense to parents and guardians. The state superintendent has with great propriety cautioned the deputies against interfering in the selection of school books; but I fear that that caution will not be as effectual as it ought to be; and for this reason I solicit your attention to the subject. When I was last in Albany, Gen. Dix, Mr. Randall, the acting superintendent, and yourself, suggested that a state convention of the deputy superintendents ought to be held. The suggestion received my most cordial approbation, and I earnestly hope it may be adopted and carried into effect. Should such a convention be held, might not a committee be selected, say one from each of the eight senatorial districts, who, with the aid and advice of the state superintendent, might select a series of school books to be recommended to be used in all the schools in the state, and provision at the same time might be made for the gradual introduction of such series, without increasing the expense and without sacrifice on the part of parents and guardians. Until something like this can be done, may we not hope that individual deputy superintendents will scrupulously abstain from expressing a preference in favor of any book or books?

I am, very respectfully,

Your obedient servant,

JABEZ D. HAMMOND.

FRANCIS DWIGHT, Esq.

FROM QUEENS.

Mr. DWIGHT, Dear Sir—It is with the greatest pleasure that I announce to you that I have entered upon the duty of Deputy Superintendent of Common Schools in and for the county of Queens.

I have even from my earliest years, taken a deep interest in the improvement of youth, and perhaps I am too enthusiastic on this subject, from the fact of having been a teacher, during sixteen years and six months of my life, six or seven years of which time I was a teacher of common schools.

I am very much delighted in being able to state, that the standard of education is rapidly elevating in the county of Queens. I find that the people generally, in the different towns of the county, are becoming convinced of the necessity of employing well qualified teachers, instead of insisting on *cheap* teachers, as they have done heretofore; for the time of youth is *completely* and *irrecoverably* lost, while at school under an *unqualified* or an incompetent teacher.

I have received the December number of the District School Journal. I fully concur with Mr. Rochester, the Deputy Superintendent of Monroe county, in his ideas of certificates of qualification to teachers. I had already adopted the same plan and course precisely.

I am much pleased with the various plans of imparting instruction, which have heretofore appeared in the District School Journal—but I can state that after all that can or may be said about plans or modes of rendering instruction effectual, the most necessary and permanent one is that of *faithfulness* and *zeal* on the part of the instructor. The teacher should endeavor to induce the pupil to feel a deep interest in the acquisitions of useful knowledge. There are many methods to which an ingenious, experienced teacher will resort, for this valuable purpose. I will take the liberty of suggesting one which I have tried, and which I have never yet known to be unsuccessful. In the winter of the year 1822, I had a pupil whose name I will not now mention, as I have never heard from him nor his family during the last twenty years. At that time he was 16 or 17 years of age. His habits were as idle as any one can easily imagine. He had no propensity whatever to apply himself to any thing. His friends informed me that he never would study. In proportion to his age, his acquirements were trifling, indeed not worth mentioning. Nature had endowed him with a good mind, though, perhaps, not greater or better than that of hundreds of

[For the District School Journal.]

THE PROFESSION OF TEACHING.

The teacher's vocation properly exercised, ought to be as honorable and reputable as any other profession. If it is not, it is owing to the mean and narrow principles on which teaching has been conducted. If it has approached in its character to a menial occupation, it is because clear and liberal views have not prevailed with regard to the design of education. We look back upon many of the associations connected with the school and the teacher, with feelings of pain or contempt; but what is there in nature or reason to render this necessary? Surely nothing, for the acquisition of knowledge is naturally delightful, especially to the young; and the harshness and severity which is frequently the concomitant of school-keeping, is merely the result of contracted and illiberal ideas of government. Perfect obedience and order are indispensably requisite in a school, but these are not to be attained by a rude and petulant deportment on the part of the teacher, but by close and steady attention to the mind and condition of each and all of the pupils, and by consistency and firmness, accompanied with a serene and cheerful temper. How much that is offensive and vulgar in school government, has tended to mar the benefits of early education, and render it an evil rather than a blessing! Learning is of no value if it is to be obtained only by the sacrifice of the moral affections; and while we look upon education as one of the means of advancing the cause of humanity and civilization, we do not intend that kind of education under which the human constitution is deteriorated, instead of improved.

The teacher in his true position—in the only position in which it is desirable for him to hold his office at all, should be the enlightened friend and benefactor, so far as in him lies, of the circle in which his duties are performed, and he should be entitled from the character of his mind and heart, to the esteem and respect of all. He should be a good man and a good citizen, fully understanding himself and his relations to those around him. His deportment should be that of a gentleman and a man of sense. Among his pupils, he should be attentive, punctual and exact, but without that degree of over-nicety which would lose sight of principles and objects, in words and forms. He should maintain a high and steady discipline, not by violence of manner, but by a quiet firmness and an authority founded upon his own personal character and knowledge of human nature. But the teacher cannot be all this, if he has no other motive to actuate his ambition than the mere pecuniary stipend which he receives for the supply of his personal wants. If this were the only consideration he received for his services, the occupation would indeed be an humble one; but independently of the gratification and advantage attendant upon the faithful performance of public and private duty, if he possesses that love of knowledge, and that desire of self-improvement which are the characteristics of a generous and enlightened mind, his position affords him better opportunities for this purpose than any other calling. How often does the lawyer, the physician and the clergyman, feel the want of full and particular information in the elementary principles and facts of some department of literature or science which is not to be attained without a great and inconvenient transfer of the attention from general professional pursuits. To acquire and methodize in the mind a vast store of information in physical and moral science, and in history and literature, and to be at liberty to review and correct our knowledge, are privileges of no inconsiderable value, and will not be slighted by the prudent and liberal-minded teacher. He will discover that teaching others is teaching himself, and that he may be the greatest learner of all.

Education as the means of moulding the habits and characters of individuals, and of thus influencing the condition of society, is justly regarded as the most important agent in human improvement, and as such it will continue to receive the care and attention of intelligent men, and the teacher's office, as the direct and active instrument in the business of education, must continue to be one of the permanent occupations of society. In respectability it must partake of the character of the system of education with which it is connected. Where the standard of education is humble, the teacher's calling will be so too; but when just and clear views of the uses of education shall have spread through the community, the office will be regarded in its proper light, and will then rank in popular estimation, as it will only then deserve, as equal in respectability to any of the learned or public professions.

Numbers of intelligent and ambitious young men, who are now coming forward, anxious to engage in pursuits which are congenial to their habits, and favorable to their expectations of usefulness and distinction, ought to find in the profession of public instruction an extended field for the employment of their labor and talents.

New-York, November, 1841.

[For the District School Journal.]
TO TEACHERS.

As the time has now arrived when many of you are commencing winter schools, will you permit a few plain and practical suggestions from one who has been more than twenty years in the service. During all that time I am not conscious of ever having left my school room fully satisfied with what I had been able to accomplish, and I have seldom entered it in the morning without a

others. I commenced my instruction of this pupil by relating to him some of the adventures of Christopher Columbus, taking very good care to stop in the middle of my narrative, or when I had succeeded in gaining his attention, and exciting his curiosity, to the highest elevation, to know the result of my narration, I then told him where or in what book he might find satisfaction. I pursued the same course with the account of Haman in the book of Esther, carefully watching the attention of my pupil, so as to stop in the most interesting part of my story. He was not content until he turned to his bible, and fully read the whole of the book of Esther. After he had read it of his own accord, and without even a request on my part, I asked him several questions, until I was convinced that he had read it correctly and carefully. I pursued the same course from day to day, and in the course of about five or six weeks or less, he became one of the most attentive, persevering, interesting and industrious students that I ever have seen or known. During the winter, while he remained under my direction, he made the most rapid progress in acquiring a knowledge of Arithmetic, English Grammar, Geography, History, &c. Indeed he pursued his studies night and day, and would neither be hindered nor prevented.

I have pursued the same course with others, equally as idle, and much more vicious: I have never been unsuccessful in a single instance, and I therefore recommend this course as one well tested and found useful.

I take this opportunity to say that the kindness and hospitality of the inhabitants of Queens county, though it may be equalled, cannot be excelled. I undertook the discharge of the duty of Deputy Superintendent, solely for the pleasure of doing my duty to the young and rising generation, and I am constrained to say that I did not expect, when I first perused the law appointing such officers, or authorizing their appointment, that the officer receiving the appointment would be so kindly and heartily welcomed by the people.

I am, very respectfully, yours,
PIERPONT POTTER,
Deputy Superintendent Queens County.

FROM ORLEANS.

[The following extract from a letter of the deputy superintendent of Orleans, will be read with great pleasure by all interested in improving the schools of the people. Efforts so judiciously made, and so cordially sustained by the community, cannot fail of diffusing blessing. After recommending the same plan in regard to granting teacher's certificates, which was communicated by the superintendent of Monroe county, and sanctioned by the department, the letter proceeds—Ed.]

Albion, Dec. 10, 1841.

MR. DWIGHT, Dear Sir—I advertised in both papers the plan of my visits, arranging the towns for visitation, according to priority in the receipt of the description of districts from the town clerks. So far by constant and fatiguing exertion, I have been able to inspect two schools each day. I make a practice on each evening of addressing the inhabitants of the district, whose school I have examined during the preceding afternoon; usually speaking to large and attentive audiences. The major portion of the community seem to be much interested in this plan of supervision, and they are waiting with anxiety for the expected salutary effects of it upon their schools. Many men of wealth and education, who had become wearied in their efforts to elevate the common school, and to sustain teachers of a high character, are now, after having sent their children to academies, bringing them back again to their own district school, with hopes that they there may be thoroughly and judiciously instructed, under the operation of the present system of inspection. Every where I hear men of experience and influence declare their determination to co-operate with me by all means in their power.

There are usually present at my visits, a number of the patrons of the school—sometimes a room full. Several gentlemen of standing, have volunteered their company for one, two, or three days, and one real friend of education, has offered to go with me for several weeks.

In criticising the appearance of the schools, I take the same liberty I have done in my own, both in pointing out defects, and approving excellence. In this manner, seconded as I am, and as I feel I shall be, by our teachers, and encouraged by the hearty confidence expressed by our best and most influential men in the results of this new plan of county inspection, I hope by untiring devotion to the sacred duties of my office, to aid in making our common schools the best schools in the state.

Yours truly,
EDWIN R. REYNOLDS.

FROM DUTCHESS.

Poughkeepsie, Dec. 20, 1841.

MR. DWIGHT, Dear Sir—I have visited the schools in many of the towns of Dutchess, and have been both gratified and mortified as I have passed from district to district. Gratified, that many of the schools are doing so well, notwithstanding the apathy and neglect of their patrons; and mortified, that with our abundant means to make them equal to the wants of all, so many of them fall short of the object of their creation.

Among the obstacles to their improvement, are large farms, and consequent sparse population, and the family schools. Perhaps no county in the state has so small

a population in proportion to the quantity of improved land, as Dutchess. We have districts, which, in point of wealth and intelligence, would compare with any in the state, in which a district school cannot be sustained half of the usual time, while three or four family schools flourish within a mile of the school-house. If, in these cases, the inhabitants would give but a small degree of attention to their district school, they not only would then obtain as good or better instruction for their children, but would enable all their neighbors to participate in the inestimable blessings of a good education.

Besides other deleterious influences, these family schools tend to the formation of castes in society, forming prejudices and opinions inconsistent with a healthy or happy social condition. But I confidently hope, by an earnest devotion to my duties, to aid in raising the standard of common school education so high that all will be glad to have their children meet on this common ground to learn the great lessons of knowledge and duty. This has been accomplished in Providence, in many places in Massachusetts, and in Buffalo in our own state; and why should we not see similar results here? I labor in that hope.

Yours, truly,
A. S. CLEMENT.

FORM OF KEEPING THE TEACHER'S LIST, RECOMMENDED BY THE DEPUTIES OF OSWEGO AND YATES, AND SANCTIONED BY THE DEPARTMENT.

[The following form was received from O. S. Randall, Esq., one of the superintendents of Oswego, simultaneously with one substantially the same from the superintendent of Yates, whose letter, recommending its adoption, we ask attention to.—Ed.]

Penn Yan, 4th December, 1841.

S. S. RANDALL, Dear Sir—I take this opportunity to suggest a slight alteration in the mode of keeping teachers' accounts, which, without varying the results arrived at in the present form, will exhibit the number of scholars in attendance at school on each day of the term; and also correct any misunderstanding between trustees and teachers, as to the number of days taught. The whole account thus becoming a permanent record, will afford much valuable information to the inspectors and county superintendent, by enabling them to trace out and heal disaffection in the district; for it will furnish evidence of the value and success of teachers, and stimulate them to keep up the interest in their school to the last day of the term. It is not unusual to find in districts containing from forty to fifty scholars, the school with five, seven or ten scholars in attendance, dragging along without interest or profit, with no other apparent motive than *staying the time out* on the one hand, or *securing the public money* on the other. Such instances would be effectually exposed by the alteration proposed, viz:

HEADS OF FAMILIES AND THEIR CHILDREN.		MONTH OF DECEMBER.	
Jonathan Hick.	James Hick.	1	
Jonathan Hick.	Margaret Hick.	2	
Jonathan Hick.	Fanny Hick.	3	
Jonathan Hick.	George Hick.	4	
Jonathan Hick.	Thomas Hick.	5	
Jonathan Hick.	Sarah Hick.	6	
Jonathan Hick.	Almira Hick.	7	
Jonathan Hick.	Henry Daggett.	8	
Jonathan Hick.	Henry Daggett, Jr.	9	
Jonathan Hick.	Mary Daggett.	10	
Jonathan Hick.	Hezekiah Thompson.	11	
Jonathan Hick.	Jared Thompson.	12	
Jonathan Hick.	Jane Thompson.	13	
Jonathan Hick.	Daniel Thompson.	14	
Jonathan Hick.	John Thompson.	15	
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		31	
		19 day.	
		20 day.	
		21 day.	
		22 day.	
		23 day.	
		24 day.	
		25 day.	
		26 day.	
		27 day.	
		28 day.	
		29 day.	
		30 day.	
		31 day.	
		Total.	

MONTH OF DECEMBER.

kind of confident hope that I might make some improvement on the previous day's efforts. I shall not, therefore, be charged with vanity in this communication, but shall be grateful for the result of the observations of others in return.

Every teacher who feels the responsibility of his station will be anxious to leave no means untried for promoting the best interests of his pupils. Nor will he forget the extent of his duties—reaching not only to the intellectual, but the physical and the moral nature. I will venture to say that there is no profession that needs more eminently every good qualification than this. On their hearts there should be written the law of love, and "on their lips the law of kindness." Even in the needful severity, sometimes unavoidable, there is no necessity for any other feeling but kindness, and there certainly can be no truer friendship than that which leads us in a right manner to point out the faults of others, and to aid in teaching them correction. In relation to the physical welfare of our pupils, we should endeavor to have the school room always comfortable and well ventilated, and as far as our influence extends, to have the seats so constructed that the symmetry of the human frame be not marred or the health injured. Of their moral improvement too, we are never to be unmindful. High intellectual attainments would avail but little, if the habits were bad and the heart vicious. Nothing sectarian should be introduced into the school room, but from the broad fields of christian principle, we may gather everywhere garlands of immortality. Though I have always used the Bible in school, I know of no instance where objection has been made to it. Nor would I consent to teach where it was prohibited. As a nation we acknowledge the Divine government and the sanctions of the Divine law; and when we remember that the plants we cultivate are immortal, why should we not bring to our aid the pure precepts of the Law of Love?

I have thought we might benefit each other by brief descriptions of our own schools. I have seldom visited a school without receiving some hints worth carrying away, and such hints may be reciprocated through this excellent medium provided for us.

Our school is divided into two departments, according to grade of studies. This arrangement, though not generally practicable in country districts, will always be found beneficial in large villages and cities, as it enables the teacher to classify to so much better advantage. And it should be borne in mind that it is not so much the number of scholars as the number of classes that diminishes a teacher's ability to devote much time to each. The department under my charge contains about 100 scholars, under the care of two teachers. The smallest can read readily and learn lessons. The roll is called precisely at 9 and at half past 1, and all who are then present have a mark for punctuality set to their names, which, together with every correct recitation, and various other exercises, furnish materials for a monthly report, sent home to parents. This method affords a good substitute for taking places in class, and operates much more fairly on scholars. As vocal music has been taught in the school during the year, we frequently commence by singing. Sometimes too, amidst the school exercises, starting a song gives a pleasing variety, soothes the wayward, and rouses the dull.

The morning hours are devoted to recitations and reading, and the hours of the afternoon mainly to writing and arithmetic. Spelling exercises are varied, sometimes by writing on slates, of which every scholar has one, and sometimes from books. Much advantage has been derived from the library, which consists of a well selected series of more than 500 volumes. These are given out on the first and third Wednesday of each month, to all who do not forfeit the privilege by misconduct, and aids essentially in promoting self control. The habit of self-control is so highly important, and has a tendency so to secure every other attainment, that too great effort cannot be made to secure it. Kindred to this and absolutely necessary to good scholarship, is the habit of attention. To do one thing at a time, and to concentrate the powers of the mind on that, is an attainment greatly important.

But after all our exertions we shall find much to exercise our patience, and if we continue long in the business, we shall be in great danger of acquiring a dictatorial spirit, which will often manifest itself in our intercourse with men.

And now, in conclusion, brethren, let us, while spared in the work, be ambitious to elevate our schools. Wherever we are located, we shall find enough to prompt to untiring exertion, and let us remember that we shall meet these scholars again.

Troy, December.

RESOLUTIONS OF THE BOARD OF SUPERVISORS OF THE COUNTY OF CAYUGA.

"Resolved, That the Deputy Superintendent of Common Schools of the County of Cayuga be, and he is hereby, instructed to notify, as soon as practicable, the Commissioners, Inspectors and Teachers of Common Schools, in each town in this county, of the time and place, when and where, in their respective towns, he will meet them to advise with and counsel them concerning their respective duties, and in relation to all matters connected with common schools.

"Resolved, That he is hereby instructed to ascertain immediately which, if any, districts have not received the District School Journal, and in all such cases to

adopt the most prompt measures to have said journal sent to said district, pursuant to the law of 1841; and that he is instructed to advise the teachers in the several towns, to unite in holding common school examinations, at least annually, and oftener if practicable."

CHAS. D. TALLMAN,

Clerk of Board of Supervisors.

Auburn, Nov. 27, 1841.

THE TIMES AND MODES OF EXERTING MORAL INFLUENCE IN SCHOOLS.

Such teachings might be introduced more or less directly at all times. For instance, in the study of geography, suppose a scholar were reciting a lesson on Greenland, how aptly might the teacher speak of the wild deer who live there, and ask the children where they imagine these creatures find food amid those perpetual snows; and then tell them of the delicate moss which grows beneath the surface. In speaking of Africa, he might allude to the foot of the camel, as adapted to the desert sands; and thus, with every place on the face of the earth, the child might associate some new evidence of God's goodness and wisdom. At times, the seasons and their varied peculiarities might be spoken of. Bring in flowers, or a bird's nest, pick up a feather, or a straw; indeed, nothing can be found but what may suggest some important spiritual lesson, and serve as a text-book for natural and interesting remarks.

Or, further, suppose a boy happens to find something in the street, and you say you wish to ask all a question. "I should like to have you give me your opinion on this subject."—James Smith found a dollar, and he said, "I'm glad I've found it, for I shall give it to my mother to buy wood." "You ought not to do that," says Richard, because it is not yours. "And what makes you say so?" says James, "for I found it, and William Jones found six-pence the other day, and he said, 'finders are keepers;' and besides, my mother wants wood, and I heard her say, this morning, she had no money to buy any." Now, scholars, what should you say ought to be done? Ought James Smith to keep that money? What reasons could you give, why he should keep it, and what, why he should not?"

Here the scholars might give their opinions, and then the teacher might give his. He might go into the principles of the thing, and he might close by showing that this money perhaps belonged to such or such a one; for instance, James Smith, by making inquiry, might find that the money belonged to a poor girl, the child of a widow, and that it was the pay for making of so many shirts, and that she intended to purchase with it some conveniences for her sick mother. Or, again, conscience may be spoken of, and questions put to the scholars. Do infants have a conscience? Do the bad? Does the conscience ever sleep? Does it ever die?—Have you ever felt it? Have you ever read about it? Can you tell any stories or facts about it?—Will it go with the soul to another world? and so on.

Or, the teacher may go upon more philosophical ground, and show the child the influence of the Inward and the Outward; show him that every man makes his own world; that as a man thinketh, so is he, and so is all that he looks upon.

Here is a tree bearing fruit, and three men stand near it. The first man smacks his lips, and says, "delicious fruit!" thinking of nothing but his own appetite. The second admires its beauty, and exclaims, "how splendidly the fruit hangs among the green leaves, while the blue sky shines through the branches!" "How good and how beautiful!" says the third. "I thank God that he thus mingles beauty with use, and strives to make his children happy. There is a neighbor round the corner, who has been quite ill these three weeks. I will try to purchase some of that fruit that I may take it to him!"

Here is the man of appetite, the man of taste, and the man of devotion and benevolence. They all look at the same tree, do they not? and yet they have as different feelings as if looking at three different trees, in so many different planets. And let these three men go all over the world, and gaze at the same objects, and all the while, they see things in as different light as if in three different worlds.

Or, again; two men live in a valley full of singing birds and luxuriant foliage. One loves God, and filled with calm joy, feels as if in a paradise; the other has, in this very place, committed a murder; to him it is a hell. The music stings his ears. The foliage is spotted with blood, and the sighing winds sound like the gasp of the dying. These men stand in the same valley, yet the one sees beauty; the other, gloom;—the one is happy, the other wretched. This is the power of the Inward over the Outward. This is every man's making his own world. And so always with the virtuous and the vicious: the one says, "Who can show us any good?" the other exclaims, "The earth is full of His riches."

Thus you may take a thousand questions, and unfold them to children, and awaken thoughts that will never perish.

I would have teachers study the heart, and endeavor to implant right motives—to go to the very root and establish sound principles.

Outward goodness is a mere shell. It is the shadow of a shade. There must be something within, or it has no substance. Such goodness will only follow religion,

like one of John Bunyan's characters, while she wears her silver slippers. Such goodness falls in the hour of temptation. It reminds one of the Oriental tale Lord Bacon tells of, where a cat was changed to a lady, and she did very well, and behaved very lady-like, till a mouse ran through the room, when she was down on hands and feet, and chased it. So with children; if their goodness is only an outward thing, when temptation comes, they will down and follow. Give them right motives, sound principles, and they will be firm. In after life, the dashing waves of affliction may howl around them, but they will stand serene amid the tempest.

Luther once said, "Men are not made truly righteous by performing certain actions which are externally good, but men must have righteous principles in the first place, and then they will not fail to perform virtuous actions."

The true teacher will strive to enlighten the conscience, and set before the scholar motives that will endure;—to awaken feelings of honor, a love for truth, and a supreme desire for the highest excellence.—*Waterston's Lecture.*

HARPERS' SCHOOL DISTRICT LIBRARY.

The fourth series of this valuable Library is now before the public, and no higher encomium can be bestowed upon the enterprising publishers, than to say it fully equals in interest and variety the three preceding series. It embraces a well selected range, historical, biographical, scientific, philosophical, and miscellaneous works—many of them new, and all valuable and instructive. Without intending to derogate from other compilations for the use of the several school districts, it is due to the Messrs. HARPERS to say that the low price at which their Library is offered, the intrinsic value and interest of the works contained in it, and the substantial and beautiful style in which it is presented, peculiarly recommend it to the inhabitants and trustees of districts. The present series, like all its predecessors, has been examined and approved by the Superintendent of Common Schools, and other gentlemen of the highest standing; and it deserves to find its way not only into every school district, but into the library of every private family in the state.—*Albany Eve. Jour.*

CAUTIONS TO TEACHERS.

1. Never do any thing for a scholar, but teach him to do it for himself. How many cases occur in the schools of our country, where the boy brings his slate to the teacher, saying he cannot do a certain sum. The teacher takes the slate and pencil,—performs the work in silence,—brings the result,—and returns the slate to the hands of his pupil, who walks off to his seat, and goes to work on the next example; perfectly satisfied with the manner in which he is passing on. A man who has not done this a hundred times himself, will hardly believe it possible that such a practice can prevail. It is so evidently a waste of time, both for master and scholar.

2. Never get out of patience with dullness. Perhaps I ought to say, never get out of patience with anything. That would perhaps be the wisest rule. But above all things, remember that dullness and stupidity, and you will certainly find them in every school, are the very last things to get out of patience with. If the Creator has so formed the mind of a boy, that he must go thro' life slowly and with difficulty, impeded by obstructions which others do not feel, and depressed by discouragements which others never know, his lot is surely hard enough, without having you to add to it the trials and suffering, which sarcasm and reproach from you, can heap upon him. Look over your school-room, therefore, and wherever you find one whom you perceive the Creator to have endued with less intellectual power than others, fix your eye upon him with an expression of kindness and sympathy. Such a boy will have suffering enough from the selfish tyranny of his companions; he ought to find in you, a protector and friend. One of the greatest pleasures which a teacher's life affords, is, the interest of seeking out such an one, bowed down with burdens of depression and discouragement,—unaccustomed to sympathy and kindness, and expecting nothing for the future, but a weary continuation of the cheerless hours which have embittered the past;—and the pleasure of taking off the burden, of surprising the timid, disheartened sufferer, by kind words and cheering looks, and of seeing in his countenance the expression of ease, and even of happiness, gradually returning.

3. The teacher should be interested in all his scholars, and aim equally to secure the progress of all.—Let there be no neglected ones in the school room. We should always remember that however unpleasant in countenance and manners that bashful boy, in the corner, may be, or however repulsive in appearance, or unhappy in disposition that girl, seeming to be interested in nobody, and nobody appearing interested in her, they still have, each of them, a mother, who loves her own child, and takes a deep and constant interest in its history. Those mothers have a right too, that their children should receive their full share of attention in a school which has been established for the common and equal benefit of all.

4. Do not hope or attempt to make all your pupils alike. Providence has determined that human minds

should differ from each other, for the very purpose of giving variety and interest to this busy scene of life.—Now if it were possible for a teacher, so to plan his operations, as to send his pupils forth upon the community, formed on the same model, as if they were made by machinery, he would do so much, towards spoiling one of the wisest plans which the Almighty has formed for making this world a happy scene. Let it be the teacher's aim to co-operate with, not vainly to attempt to thwart the designs of Providence. We should bring out those powers with which the Creator has endowed the minds placed under our control. We must open our garden to such influences as shall bring forward all the plants, each, in a way corresponding to its own nature. It is impossible, if it were wise, and it would be foolish, if it were possible, to stimulate, by artificial means, the rose, in hope of its reaching the size and magnitude of the apple-tree, or to try to cultivate the fig and the orange, where wheat only will grow. No; it should be the teacher's main design to shelter his pupils from every deleterious influence, and to bring every thing to bear upon the community of minds before him, which will encourage, in each one, the development of its own native powers. For the rest, he must remember that his province is to cultivate, not to create.

5. Do not allow the faults or obliquities of character, or the intellectual or moral wants, of any individual, of your pupils, to engross a disproportionate share of your time. I have already said, that those who are peculiarly in need of sympathy or help, should receive the special attention they seem to require:—what I mean to say now, is, do not carry this to an extreme. When a parent sends you a pupil, who, in consequence of neglect or mismanagement at home, has become wild and ungovernable, and full of all sorts of wickedness, he has no right to expect that you shall turn your attention away from the wide field, which, in your whole school-room, lies before you, to spend your time and exhaust your spirits and strength in endeavoring to repair the injuries which his own neglect has occasioned.

Let no one now understand me to say that such cases are to be neglected. I admit the propriety, and in fact, have urged the duty, of paying to them a little more than their due share of attention. What I now condemn is the practice, of which all teachers are in danger, of devoting such a disproportionate and unreasonable degree of attention to them, as to encroach upon their duties to others. The school, the whole school, is your field, the elevation of the mass, in knowledge and virtue, and no individual instance, either of dullness or precocity, should draw you away from its steady pursuit.

6. The teacher should guard against unnecessarily imbibing those faulty mental habits, to which his station and employment expose him. Accustomed to command, and to hold intercourse with minds which are immature and feeble, compared with our own, we gradually acquire habits, that the rough collisions and the friction of active life, prevent from gathering around other men. Narrow-minded prejudices and prepossessions are imbibed, through the facility, with which, in our own little community, we adopt and maintain opinions. A too strong confidence in our own views on every subject, almost inevitably comes from never hearing our opinions contradicted or called in question; and we express those opinions in a tone of authority; and even sometimes of arrogance, which we acquire in the school-room; for there, when we speak, nobody can reply.

These peculiarities show themselves first, and in fact, most commonly, in the school-room; and the opinions thus formed, very often relate to the studies and management of the school. One has a peculiar mode of teaching spelling, which is successful almost entirely through the magic influence of his interest in it, and he thinks no other mode of teaching this branch, is even tolerable. Another must have all his pupils write on the angular system, or the anti-angular system, and he enters with all the zeal into a controversy on the subject, as if the destiny of the whole rising generation, depended upon its decision. Tell him that all that is of any consequence in any handwriting, is, that it should be legible, rapid, and uniform, and that, for the rest, it would be better that every human being should write a different hand, and he looks upon you with astonishment, wondering that you cannot see the vital importance of the question, whether the vertex of an o should be pointed or round. So in every thing.—He has his way in every minute particular,—a way from which he cannot deviate, and to which he wishes every one else to conform.

This set, formal mannerism is entirely inconsistent with that commanding, intellectual influence, which the teacher should exert in the administration of his school. He should work, with what an artist calls boldness and freedom of touch. Activity and enterprise of mind should characterize all his measures, if he wishes to make bold, original, and efficient men.—J. Abbott.

DUTY OF PARENTS.

PARENTS ARE BOUND TO SECURE THE CONSTANT ATTENDANCE OF THEIR CHILDREN. This is no trifling article of their duty. Perhaps there is no one thing to be named, which contributes so

largely to the perplexities of the teacher and to the injury of our public schools, as *irregular attendance*.—Downright sickness of the child is a good excuse for absence from school,—and perhaps we may add, in some instances, illness in the family. But beyond these, it seems to us, there can be no good reason for keeping a scholar from his school. It is heart sickening to witness for what trifling causes many of the children are kept away from our schools. Frequently it happens that some unimportant errand, as trifling—if we may be allowed to be specific—as the purchase of a *cent's worth of yeast*, is made the occasion of a half-day's absence from school—an injury done to the child's mind, which cannot be estimated in *dollars and cents*. Who can compute the amount of idle habits of study, having their foundation in that indifference to education, which, for some trifling errand amounting, perhaps, to the value of a *dime*—oftener, however, to less than a *cent*, permits the child to be away from his class—and thus practically teaches him to consider his school as a very *cheap affair*.

Every school, if the teacher would lay out his strength to advantage, should, to a considerable extent, be classified. His mind, as far as practicable, must act upon *masses of mind*. But irregularity of attendance is most ruinous to classification. A scholar, by being absent one half the time, it may be demonstrated, is, to all the intents and purposes of the school absent *all the time*. One day he is absent, and of course, loses all that day's lessons; the next day he is present, but is still deficient in his lessons, because, he says to his teacher,—"I was absent yesterday, and not knowing where to study, I have not studied at all!"—Again he is absent—again he is present; the same result follows, and at the week's end he has learned nothing as it should be learned. Such is the effect upon the *pupil himself*.

But the difficulty is not now half told. He is a member of the school—the teacher must consider him such; and as the parents of such pupils often make fair promises for the future, the teacher feels bound, if possible, to *keep him along* with his class. To effect this, the class must be often *put back* on his account, which operates as a severe discouragement to them. Sometimes the instructor is obliged to devote particular attention to this scholar singly, by which the other pupils are robbed of the proportion of his time which is their due, and they are obliged to suffer an injury the most of all unpleasant,—for when scholars, who are always at their post, have learned their lessons well, it is cruel in the last degree, that they should be deprived of the pleasure of showing their faithfulness—the pleasure of a good recitation.

Nor is this all. The teacher—the unthought of teacher, is not made of iron or brass. His patience being so frequently, so thoughtlessly, and so unnecessarily taxed, and his best efforts being so ill requited, he may—unless he is superhuman, he most certainly must—relax his exertions. He will find it next to impossible for a series of weeks or months, after having labored faithfully without success, to maintain his interest and his efficiency under all the discouraging circumstances of the case. As soon as his spirits flag, the whole school will imperceptibly catch the feeling, and they all are the sufferers. This is not an extreme case; it is not a fancy picture; it is not speculation. It is *HISTORY*! and I am sorry to be obliged to add, it is the *exact history of most of our public schools*!

Can any wonder, then, that we should earnestly urge that parents should co-operate with the teacher in this particular? And shall it ever be, that for some trifling "errand,"—(we have often wished the word were "expunged" from our language,) which, by early rising, might as well be done long before school hours; or for some pretext originating in the imbecility or lack of forethought of our children's natural guardians—must it ever be, that the teacher's life shall be a life of perplexity, and the design of our public school system be so far frustrated?

What has been said of *irregular attendance* will apply with equal force to *want of punctuality* to the hour of opening the school. The reasons for tardiness, if possible, are often more futile than those for entire absence. The effects upon the school are nearly the same; for the current proverb, "better late than never," will hardly hold in this case. But the effects of tardiness are most disastrous upon the child. He is allowed to be his own teacher of a most deleterious lesson. Let it never be forgotten, it is just as easy to be strictly punctual as otherwise; and the parent who will not lay the foundation of a habit so valuable in a child, when it can be done without cost, *deserves not the privilege of being a parent*! He betrays his trust; he injures his own child!

PARENTS SHOULD BE SLOW IN CONDEMNING THE TEACHER FOR SUPPOSED FAULTS. This is a point on which many are very apt to act wrong. Too often it is the case, that a teacher is tried, condemned and *publicly executed*, without even a hearing. Some troublesome, precocious youth, who has, it may be very justly, received some proportionate reward for his dark deeds, determines on revenge. He immediately *tells his story* to any who will hear it. If his parents are inconsiderate, and encourage him to go on, he is tempted to overreach the truth on the one hand, and to stop short of it on the other, till he succeeds in having the combustible materials around him lighted into a flame. Such a fire is seldom kindled without most severely scathing some-

body; and it sometimes happens, that those most burned, are they who apply the match and fan the flame.

The truth is, few parents are capable of judging at the first blush upon the merits of a case, which they have not witnessed. They have strong partialities in favor of the complainant; and then they have but very inadequate views of the difficulties, the untold and untellable difficulties, with which the teacher must daily contend.

We undertake to say, that parents often expect more of a teacher, than he can possibly accomplish. They expect him to advance their children in learning, without making the proper allowance for the difference of abilities which his pupils possess. Every parent wishes his son to be foremost in improvement, and he expects it, because he wishes it. At the same time he expects the school to be a perfect pattern of good order, because in his family, where, perhaps, he has but one child, he has never known any insurmountable outrage. He forgets that probably fifty other parents are expecting for their children, as much as he for his,—and that the teacher is laboring in laudable ambition to do faithfully, all that can be expected of him, with some *three or four scores* of individuals, whose tempers and capacities and habits are as different as their countenances.

In judging of the teacher's government the parent commonly compares it with his own family discipline—because the family is the only community with which he is acquainted, at all analogous to the school. He forgets, perhaps, his own recent fit of impatience, even among his little circle of some half a dozen; and wonders at the unrestrained and unrestrainable temper of the schoolmaster, who, it is said, was not quite self-possessed in his school of a hundred.

But the analogy does not hold between the family and the school. The parent has authority in the premises, from which, to all intents, there is no appeal; and his children know it. He has several rooms at his command for solitary confinement, or for solitary reproof and reasoning. He has sole command of the "staff of life" in his community, which he can deal out in measured quantities, with water, to be taken alone, or he can withhold it altogether till submission is quietly yielded! Moreover, he has the advantage of knowing perfectly, the disposition of each subject of his authority, and may always proceed advisedly in the adaptation of his discipline. He has ample leisure for the purpose; for, if his business be pressing during the day, he can postpone the whole matter till the calm and silent hour of evening, when, unexcited and undisturbed, he may pursue his steady purpose. With all these advantages it would be strange, if a parent could not govern his own household well, and that too, without much resort to the rod. The parent may well wonder at himself, if he have not good discipline.

But the case is not thus with the teacher. His authority in these latter days, is somewhat questionable. He usually has but one room for his use, and that one often too small even for the pursuit of the more quiet duties of the school. He has no prison,—and if he had, he has no authority to confine beyond his usual school hours. He has no "bread and water" to dispense or to withhold. He cannot, unless his discernment is supernatural, have a perfect knowledge of the disposition of each pupil, and hence he is, from the nature of the case, liable to misjudgment in the adaptation of his means. He has no leisure. He must work all the time; for his reputation depends upon his success in teaching. He is expected to advance each pupil daily.—He has not the time to adjust all his measures by deliberate reflection. He cannot always put off the case. His community probably may need the immediate check his punishment will give,—and if he should neglect to work the pump, the ship would probably sink, and bury him and his in the waves of insufferable confusion.

Consider well the teacher's life. Two things he must always do at once; he must govern and instruct. He never can do the latter without having his mind on the former. It is this double attention which makes his life a weary one. He might govern with comparative ease, if his duty ended there. The instruction would be delightful, if that could be pursued alone.—But they must go together. With respect to the one not a mistake must pass unnoticed. Every error in declension or conjugation, in orthography or calculation, in matter or manner, must be detected and set right;—and at the same time, the stolen whisper must be heard, the clandestine plaything must be captured, the incipient plot must be discovered, the arch trick must be anticipated, the idler must be watched, the wayward reproofed and set right, and the stubborn and the impudent, the coarse and the turbulent, must be subdued. All these things must go together; they cannot be separated. Then, in ordinary schools, unforeseen perplexities will arise. One boy has lost his book; another has left his at home; another makes a clamorous complaint of some injury done him by his next neighbor; a fourth is too warm and opens the window; a fifth is too cold and immediately shuts it, or applies to the teacher for liberty to do so. Add to these the perplexities occasioned by late attendance and frequent absence, to which we have before referred, and many other things literally "too numerous to mention," and who can wonder that the teacher should sometimes be a little in doubt as to the best mode of procedure in his discipline?—D. P. Page.

Youths' Miscellany.

ANTIQUITIES OF EGYPT.

A most interesting proof of the accumulation and fidelity of the Bible narration, is furnished by the following considerations. The artists of Egypt, in the specimens they have left behind, delineated minutely every circumstance connected with their national habits and observances from the cradle to the grave; representing with equal fidelity the usages of the palace and the cottage—the king surrounded by the pomp of state, and the peasant employed in the humblest labors of the field. In the very first mention of Egypt, we shall find the scriptural narrative singularly illustrated and confirmed by the monuments.

"And there was a famine in the land (of Canaan,) and Abram went down to Egypt to sojourn there, for the famine was grievous in the land. And it came to pass when he was come near to enter into Egypt, that he said unto Sarai his wife, Behold now, I know that thou art a fair woman to look upon; therefore it shall come to pass when the Egyptians shall see thee, that they shall say, This is his wife; and they will kill me, but they will save thee alive. Say, I pray thee, that thou art my sister, that it may be well with me for thy sake; and my soul shall live because of thee. And it came to pass, that when Abram was come into Egypt, the Egyptians beheld the woman that she was very fair. The princes also of Pharaoh's house saw her, and commended her before Pharaoh, and the woman was taken into Pharaoh's house." (Gen. xii. 10—15.)

Now let it be understood that at present the custom for the Egyptian women, as well as those of other eastern countries, is to veil their faces somewhat in the manner



here represented. Why then should Abram have been so anxious because the princes of Pharaoh's house saw his wife Sarai? How indeed could they see her face, and discover that she was handsome, if she had not been veiled according to the custom of the country now? The question is answered by the monuments, for here is a representation of the manner in which a woman was dressed in Egypt in ancient times.



It seems, therefore, that they exposed their faces; and thus the scripture story is shown to be agreeable to the manners and customs of the country at the date to which the story refers. It is impossible to bring a more striking and conclusive proof of the antiquity and minute accuracy of the Bible record than this.

The period at which the custom of veiling the faces of women was introduced into Egypt, was probably about 500 years before Christ, when Cambyzes, king of Persia conquered that country. It was natural that the conquered country should adopt the fashions of the conquering one, particularly as at this period Persia was an empire of great wealth and power, and likely not only to give laws in respects to government, but in respect to manners also. The probability, therefore, that the Bible record was made previous to this event, even had we not other testimony, is very strong from the fact that it relates, in the story of Abraham and his wife, a tale which implies a fashion which probably never existed, in Egypt after the conquest of Cambyzes. How wonderful it is, that these mute monuments, after slumbering in silence for ages, should now be able to add their indubitable testimony to the truth of that book, which we hold to be the Word of God!—[Merry's Museum.]

HUNTING WILD ANIMALS IN AFRICA.



Captain Fisher, an Englishman, who travelled in the southern parts of Africa a few years since, has given an interesting account of his adventures there. The following extract presents one of the scenes which he describes upon the river Meritsane, at a distance of some five or six hundred miles north of the Cape of Good Hope.

After describing his meeting three hundred elephants in a drove, and seeing gnooks and quaggas by tens of thousands, Captain Harris proceeds to give the following account of hunting the giraffe or cameleopard.

Many days had now elapsed since we had seen the cameleopard—and then only in small numbers, and under the most unfavorable circumstances. The blood coursed through my veins like quicksilver, therefore, as, on the morning of the nineteenth, from the back of *Breslar*, my trusty steed, with a firm wooded plain before, I counted thirty-two of these animals, industriously stretching their peacock necks to crop the tiny leaves which fluttered above their heads, in a mimosa grove that beautified the scenery. They were within a hundred yards of me, but I reserved my fire.

Although I had taken the field expressly to look for giraffes, and had put four of the Hottentots on horseback, all excepting Piet had as usual slipped off unperceived in pursuit of a troop of koodoos. Our stealthy approach was soon opposed by an ill-tempered rhinoceros, which, with her ugly calf, stood directly in the path, and the twinkling of her bright little eyes, accompanied by a restless rolling of the body, giving earnest of her intention to charge, I directed Piet to salute her with a broadside, at the same moment putting spurs to my horse. At the report of the gun, and the sudden clattering of hoots, away bounded the giraffes in grotesque confusion, clearing the ground by a succession of frog-like hops, and soon leaving me far in the rear. Twice were their towering forms concealed from view by a park of trees, which we entered almost at the same instant; and twice, on emerging from the labyrinth, did I perceive them tilting over an eminence greatly in advance. A white turban, that I wore around my hunting cap, being dragged off by a projecting bough, was instantly attacked by three rhinoceroses; and looking over my shoulder, I could see them long afterwards fagging themselves to overtake me. In the course of five minutes, the giraffes arrived at a small river, the deep sand receiving their long legs, their flight was greatly retarded; and after floundering to the opposite side, and scrambling to the top of the bank, I perceived that their race was run.

Patting the steaming neck of my good steed, I urged him to his utmost, and instantly found myself by the side of the herd of giraffes. The stately bull being readily distinguished from the rest by his dark chestnut robe and superior stature, I applied the muzzle of my rifle behind his dappled shoulder, with the right hand, and drew both triggers; but he still continued to shuffle along, and being afraid of losing him should I dismount, among the extensive mimosa grove with which the landscape was now obscured, I set in my saddle, loading and firing behind the elbow, and then placing myself across

his path, the tears trickling from his full, brilliant eye, his lofty frame began to totter, and at the seventeenth discharge from the deadly grooved bore, bowing his graceful head from the skies, his proud form was prostrate in the dust.

Never shall I forget the tingling excitement of that moment! Alone in the wild wood, I hurraed with bursting exultation, and unsaddling my steed, sank exhausted beside the noble prize I had won.

When I leisurely contemplated the massive frame before me, seeming as though it had been cast in a mould of brass, and protected by a hide of an inch and a half in thickness, it was no longer matter of astonishment that a bullet discharged from a distance of eighty or ninety yards should have been attended with little effect upon such amazing strength. The extreme height from the crown of the elegantly moulded head to the hoof of this magnificent animal, was eighteen feet; the whole being equally divided into neck, body and leg.

The rapidity with which giraffes, awkwardly formed as they are, can move, is beyond all things surprising, our best horses being unable to close with them under two miles. Their gallop is a succession of jumping strides, the hind and fore leg on the same side moving together instead of diagonally, as in most other quadrupeds, the former being kept close together, and the latter so wide apart, that in riding by the animal's side, the hoofs may be seen striking on the outside of the horse, momentarily threatening to overthrow him. Their motion, altogether, reminded me rather of the pitching of a ship, or rolling of a rocking-horse, than of anything living; and the remarkable gait is rendered still more automaton-like by the switching, at regular interval, of the long black tail, which is invariably curled above the back; and by the corresponding action of the neck, swinging as it does, like a pendulum, and giving to the animal the appearance of a piece of machinery in motion. Naturally gentle, timid and peaceable, the unfortunate giraffe has no means of protecting itself but by kicking with its heels: but even when hemmed into a corner, it seldom resorts to this mode of defence.—[Merry's Museum.]

OBSERVATIONS of OLD HUMPHREY on TIME.

When I was a young lad, my father one day called me to him, that he might teach me what o'clock it was. He told me the use of the minute finger and the hour hand, and described to me the figures on the dial plate, until I was pretty perfect in my part.

No sooner was I quite master of this additional knowledge, than I set off scampering to join my companions at a game of marbles; but my father called me back again. 'Stop, Humphrey,' said he, 'I have something else to say to you.'

Back again I went, wondering what else I had got to learn, for I thought I knew all about the clock, quite as well as my father did.

'Humphrey,' said he, 'I have taught you to know the time of the day, I must now teach you how to find out the time of your life.'

All this was strange to me; so I waited impatiently to hear how my father would explain it, for I wanted sadly to go to my marbles.

'The Bible,' said he, 'describes the years on man to be three score and ten, or four score years. Now life is very uncertain, and you may not live a single day longer; but if we divide the four score years of an old man's life into twelve parts, like the dial of a clock, it will allow almost seven years for every figure. When a boy is seven years old, then it is one o'clock of his life, and this is the case with you; when you arrive at fourteen years, it will be two o'clock with you; and when at twenty-one years, it will be three o'clock, should it please God thus to spare your life. In this manner you may always know the time of your life, and looking at the clock may perhaps, remind you of it. My great grandfather, according to his calculation, died at twelve o'clock; my grandfather at eleven, and my father at ten. At what hour you and I shall die, Humphrey, is only known to Him to whom all things are known.'

Never since then have I heard the enquiry 'what o'clock is it?' nor do I think I have ever looked at the face of a clock, without being reminded of the words of my father.

I know not, my friends, what o'clock it may be with you, but I know very well what time it is with myself; and if I mean to do any thing in this world, which hitherto I have neglected, it is high time to set about it. The words of my father have given a solemnity to the dial-plate of a clock, which it never would perhaps have possessed in my estimation if these words had not been spoken. Look about you, my friends, I earnestly entreat you, and now and then ask yourselves what o'clock it is with you.—[Youth's Companion.]

TABLE OF CONTENTS.

Appointments of Deputies,—Branches of Study in Common Schools,—To Visitors of Com. Schools,—Com. School Decisions and Laws,—Moral and Religious Instruction,.....	49
Mutual Instruction,—British Schools,.....	50
Resolutions of Inspectors of Oswego,—A Supplication &c.,..	51
Text Books,—Communications from the Deputies of Oswego, Orleans, Queens, Dutchess,.....	52
Communications from Deputies of Oswego and Yates,—Teachers' List,.....	53
Profession of Teaching,—To Teachers,—Resolutions of the Supervisors of Cayuga,—The Times and Modes of exerting Moral Influence,.....	54

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